

E-Learning Case Studies in Post-Secondary Education & Training

Introduction

Thank you for agreeing to participate in this OECD study of international trends and good practice in e-learning in post-secondary education and training. The institutions selected for analysis come from a wide range of countries, and represent a diversity of institutional types and approaches to e-learning. The generic findings will be shared among participants and more widely, and are designed to inform institutional practice in post-secondary education worldwide.

An important aspect of the study is an institutional survey. The survey is an attempt to elicit quantitative and qualitative information from participating institutions, and covers a range of issues under eight headings:

- Institutional strategy and different forms of e-learning
- Platforms & Infrastructure
- Students' access to e-learning
- Teaching & Learning
- Students & Markets
- Staff & Materials
- Funding & Government
- Organisational change, scenarios & barriers

The survey was designed to combine ease of completion with facilitation of high quality and detailed returns. It was a challenge to design a survey tool that addressed such a wide range of institutions (e.g. traditional campus-based institutions, dual mode, and distance-only institutions). It is appreciated that some of the questions do not apply equally to all participating institutions. As you complete the survey, please indicate where this is the case.

It is also appreciated that institutions themselves are diverse. Individual faculties/departments/ individuals may be leading important e-learning initiatives with little input from the centre. Please respond in terms of faculties/ departments/ individuals where appropriate, as well as the institution as a whole. The most important thing is that you provide a balanced overview of your institution's e-learning activities. For institutions that are geographically dispersed, please indicate whether you are commenting in terms of the whole or part of the institution (e.g. in terms of institution-wide policy that affects all campuses).

We acknowledge that to complete the survey properly will take some time, and require input from a number of individuals at your institution. There is no fixed 'word length' for each question- the response will depend on the circumstances at your institution. 200-300 words

per question are a rough guide. In some questions we ask for specific numbers. If this information is not available, please give an informed estimate.

In general, we would be very interested to receive copies of supporting documentation. Please provide hard copies or an online location.

In addition to your responses in written, there will be an opportunity to discuss the answers of all the institutions involved in the study at a two day meeting planned for April 2004 in Paris at the OECD.

Your responses will be kept confidential. No individual institutional answer will be identified without permission of the institution.

Definitions

1) **Online learning.** For the purpose of this survey, the following categories are used to define different types of online learning:

- (i) **Web supplemented** (e.g. course outline and lecture notes online, use of email, links to external online resources)
- (ii) **Web dependent-** Students are required to use the Internet for key 'active' elements of the programme- e.g. online discussions, assessment, online project/ collaborative work- but without significant reduction in classroom time.
- (iii) **Mixed mode-** Students are required to participate in online activities, e.g. online discussions, assessment, online project/collaborative work, as part of the course work, which replace part of face-to-face teaching/learning. However, students are required some physical presence in addition to the online activities.
- (iv) **Fully online**

The terms 'online learning' and 'e-learning' are used synonymously throughout the survey.

2) **Courses/ programmes.** Different institutions organise provision in different ways and use different terminology. 'Courses/ programmes' is used throughout the survey as a generic term. It is our expectation that, in most institutions, the course will be the most appropriate unit of analysis, revealing differences in the extent of online learning between different courses that make up larger programmes (e.g. courses within a bachelors degree). However, please respond in the way that makes most sense for your institution (making clear what you are referring to).

General information

Name of institution

Country of main campus

Name and Position of respondent(s)

.....

.....

To provide additional contextual information, please attach your institution's mission statement (or equivalent) and a concise account of your institution, including details of:

(If any of these categories are inappropriate for your institution, please respond using alternatives).

Status- public, private not-for-profit, private for-profit

Mode of delivery- balance between on-campus, distance learning (TV, video, radio, paper, CD), remote online learning, other.

Details of any branch campuses/ overview of any franchised provision.

Qualifications offered- e.g. associate degrees, bachelors degrees, masters degrees, postgraduate certificates/ diplomas, executive programmes, non-credit programmes, other.

Major disciplines offered (e.g. humanities, medicine, social sciences, natural sciences etc)

Number of students (full-time equivalent for 2002/03) divided into the following (Please attach the breakdowns of full time/part time, age profile and gender balance separately if the information is available):

- a. Doctoral
- b. Masters
- c. Other postgraduate
- d. Bachelors
- e. Other undergraduate
- f. Other

And:

- a. Majority classroom-based
- b. Majority distance (any type of distance learning)

And:

- a. Domestic students
- b. International students studying in the country of your main campus
- c. Off-shore students studying in their home country

Number of academic staff (full-time equivalent for 2002/03) divided into:

- a. tenure and tenure track faculty
- b. post-doctoral fellows
- c. adjunct or contract faculty
- d. teaching/graduate assistants

(If this categorisation is not appropriate for your institution, please give academic staff numbers in another form).

Annual tuition fee (2002/03) in US dollars- for home, bachelor degree students. (If tuition fees vary by discipline, please give details).

Revenue 2002/2003 (or most recent annual figure) in US dollars by source:

- a. National government
- b. State government
- c. Tuition fees
- d. Other sales and services
- e. Non-government grants/ donations
- f. Endowments
- g. Other

(If this categorisation is not appropriate for your institution, please give an alternative breakdown of revenue sources).

1 Strategy

1.1 Does your institution have a formal, written online learning strategy?

YES NO Under development

YES, but some faculties/ departments also have their own e-learning strategies

No distinct strategy, but e-learning is central to other institutional strategy documents (e.g. teaching and learning)

There is no central strategy, but some faculties/ departments have their own e-learning strategies

PLEASE ENCLOSE A COPY OF YOUR E-LEARNING STRATEGY (or other relevant strategies where appropriate).

For the following few questions, please answer in terms of your central e-learning strategy (or equivalent), if you have one. If there is no central strategy, but some e-learning strategies exist at faculty/ department level, please answer in terms of one or more of these (making clear what you are referring to).

1.2 Please describe how the strategy was first written (e.g. when was it written, who was involved, and who was consulted). (If your institution does not have a single e-learning strategy, but has positioned e-learning at the heart of other strategies, please comment accordingly).

1.3 Please set out the main rationales for producing your institution's e-learning strategy (e.g. relating to students, staff, competitive advantage). Please focus on the rationales employed when your strategy was **FIRST** written. (Please describe any important strategic differences between the centre and faculties/ departments particularly involved in e-learning).

1.4 Has your strategy been substantially revised since it was first written? If so, please describe the reasons for change, what has changed, and how the process of revision was undertaken (e.g. who was involved, who was consulted). What mechanisms do you have for decision-making in this area (e.g. committees, line management, etc.)?

1.5 How does your institution’s e-learning strategy or equivalent relate to your institution’s mission or general strategic plan?

1.6 What estimated proportion (%) of current programmes/ courses offered by your institution have the following kinds of online component? Please also provide a rough estimate of the situation three years ago, and predict the situation three years from now. For example, the proportion could be calculated based on the full time equivalence of the students enrolled in courses with online components.

	<u>3 years ago</u>	<u>Now</u>	<u>3 years time</u>
None or trivial online presence	_____ %	_____ %	_____ %
Web supplemented (e.g. course outline and lecture notes online, use of email, links to external online resources)	_____ %	_____ %	_____ %
Web dependent- Students are required to use the Internet for key ‘active’ elements of the programme- e.g. online discussions, assessment, online project/ collaborative work- but without significant reduction in classroom time.	_____ %	_____ %	_____ %
Mixed mode- Students are required to participate in online activities, e.g. online discussions, assessment, online project/collaborative work, as part of the course work, which replace part of face-to-face teaching/learning. However, students are required some physical presence in addition to the online activities.	_____ %	_____ %	_____ %

Fully online

____ % ____ % ____ %

- 1.7** Are there significant differences in the balance of different types of e-learning at your institution (i.e. Web supplemented, Web Dependent, Mixed mode and Fully Online) in different disciplines and at different levels (e.g. undergraduate versus postgraduate, introductory versus advanced classes, credit versus non-credit)?

- 1.8** Please outline any plans to develop this balance over time. How has growth of any Mixed Mode provision affected conventional face-to-face teaching and facilities?

- 1.9** Is your institution part of an 'online learning consortium' or other significant partnership in this area? This might include collaboration on hardware/ software procurement, maintenance and operations, or marketing/ branding. Please outline the nature of any relevant consortia/ partnership, and state which other organisations are involved.

- 1.10** Perhaps related to the previous question, is your institution involved in any outsourcing of infrastructure/maintenance/ operations associated with e-learning provision? If so, please outline the arrangements and the rationale for pursuing them, and comment on your experience of outsourcing to date.

2 Platforms & Infrastructure

2.1 Do you have a plan for campus networking for learning purposes? In particular, what is the principal networking technology currently available for student learning on campus, if applicable (e.g. Ethernet, wireless, fibre optic connections)? Roughly what proportion of the campus is connected to each of the different network technologies? How do you see this changing over the next three years? What is driving these changes? Is lack of network infrastructure a major barrier at your institution to the development of online learning?

2.2 Does your institution deploy an online ‘learning management system’ (e.g. Blackboard or WebCT)?

2.2.1 *Some faculties/ departments use:*

2.2.2 *We have implemented an institution-wide system*

Blackboard
Lotus Learning Space
WebCT

Blackboard
Lotus Learning Space
WebCT

Open source system
Please name _____

Open source system
Please name _____

Other
Please name _____

Other
Please name _____

In-house system
Please name _____

In-house system
Please name _____

Under consideration

Under consideration

2.3 Please comment on your choice and use of learning management systems (LMS).

Is this stable or set to change? To what extent are LMSs central to e-learning at your institution? Approximately, what proportion of FTE academic staff regularly use an LMS? (If you do not use such a system and organise online provision in other ways, please give details).

IF YOUR INSTITUTION DOES NOT MAKE SIGNIFICANT USE OF AN LMS, PLEASE IGNORE THE FOLLOWING LMS-RELATED QUESTIONS. (2.4-2.6) *If you would like to comment in terms of an equivalent tool/ platform, please do so.*

2.4 Please comment on the functionality of your institution's LMS(s). Do the platform(s) offer sufficient customisation to accommodate diverse teaching and learning styles?

2.5 To what extent is the LMS(s) integrated with other applications in your institution (e.g. student records, finance, enrolment)? What issues have arisen as a result of any integration process?

2.6 How is LMS activity at your institution organised? What is the balance between central, faculty/ department and individual control over tool selection, content creation, posting and maintenance? What are the advantages/ disadvantages of this balance? Are there any plans to alter the balance in the future?

2.7 Do you have a student portal system? How extensive is this, in terms of function and reach? How is this likely to change over the next three years? What is driving these changes?

2.8 Please comment on any other tools/ platforms that are widely used at your institution in support of e-learning (e.g. instant messaging, handheld computers, other). Why were they adopted and how are they used?

2.9 To what extent have you moved administrative systems such as admissions, registration, fee payments, student and faculty purchasing, online? What can students and faculty now do in these areas entirely online? How is this likely to change over the next three years? What is driving these changes?

2.10 To what extent have you been able to integrate academic and administrative systems? In other words, do you have a comprehensive 'e-strategy' for both academic and administrative systems? Has your institution pursued integration by investment in a third party ERP system? If so, please give details. What have been the benefits and drawbacks to any attempt at systems integration?

3 Students' access to e-learning

3.1 What is your institution's policy on computer/ network access for students/ staff?

Does your institution have a policy mandating computer ownership for all students? Please give details of any policies, the thinking behind them, and impact to date. Do some faculties/ departments have their own policies in this area?

3.2 What is your best estimate of the current personal computer/ student ratio at your institution? For example, the ratio might be 1 computer for every 10 students. (This question concerns only personal computers paid for or facilitated by the institution, NOT computers purchased by students independently). Please also indicate the situation three years ago, and predict the situation three years from now. If this information is available by Faculty or School, please attach the break down separately.

<u>3 years ago</u>		<u>Now</u>		<u>3 years time</u>	
1+:1	<input type="checkbox"/>	1+:1	<input type="checkbox"/>	1+:1	<input type="checkbox"/>
1:1	<input type="checkbox"/>	1:1	<input type="checkbox"/>	1:1	<input type="checkbox"/>
1:2	<input type="checkbox"/>	1:2	<input type="checkbox"/>	1:2	<input type="checkbox"/>
1:3-5	<input type="checkbox"/>	1:3-5	<input type="checkbox"/>	1:3-5	<input type="checkbox"/>
1:6-10	<input type="checkbox"/>	1:6-10	<input type="checkbox"/>	1:6-10	<input type="checkbox"/>
1:11-15	<input type="checkbox"/>	1:11-15	<input type="checkbox"/>	1:11-15	<input type="checkbox"/>
1:16-20	<input type="checkbox"/>	1:16-20	<input type="checkbox"/>	1:16-20	<input type="checkbox"/>
1:21-50	<input type="checkbox"/>	1:21-50	<input type="checkbox"/>	1:21-50	<input type="checkbox"/>
1:51+ <input type="checkbox"/> 1: ____		1:51+ <input type="checkbox"/> 1: ____		1:51+ <input type="checkbox"/> 1: ____	

3.3 Now please estimate the current personal computer/ student ratio if you **INCLUDE** computers purchased by students independently. If this information is available by Faculty or School, please attach the break down separately.

Please again indicate the situation three years ago, and predict the situation in three years time.

<u>3 years ago</u>		<u>Now</u>		<u>3 years time</u>	
1+:1	<input type="checkbox"/>	1+:1	<input type="checkbox"/>	1+:1	<input type="checkbox"/>
1:1	<input type="checkbox"/>	1:1	<input type="checkbox"/>	1:1	<input type="checkbox"/>
1:2	<input type="checkbox"/>	1:2	<input type="checkbox"/>	1:2	<input type="checkbox"/>
1:3-5	<input type="checkbox"/>	1:3-5	<input type="checkbox"/>	1:3-5	<input type="checkbox"/>
1:6-10	<input type="checkbox"/>	1:6-10	<input type="checkbox"/>	1:6-10	<input type="checkbox"/>
1:11-15	<input type="checkbox"/>	1:11-15	<input type="checkbox"/>	1:11-15	<input type="checkbox"/>
1:16-20	<input type="checkbox"/>	1:16-20	<input type="checkbox"/>	1:16-20	<input type="checkbox"/>
1:21-50	<input type="checkbox"/>	1:21-50	<input type="checkbox"/>	1:21-50	<input type="checkbox"/>
1:51+ <input type="checkbox"/> 1: ____		1:51+ <input type="checkbox"/> 1: ____		1:51+ <input type="checkbox"/> 1: ____	

3.4 Please describe the current balance at your institution between computer labs, portable computers paid for or facilitated by the institution, and computers purchased by students independently. How has greater use of e-learning affected this balance, and what do you see as the long-term strategic implications? If this information is available by Faculty or School, please attach the break down separately.

3.5 What network facilities can students access for connecting from off-campus? Is the network service for off-campus students centralised or decentralised? How are these arrangements likely to change over the next three years? What is driving these changes?

4 Teaching & Learning

4.1 What has been the ‘teaching and learning’ impact of greater use of e-learning at your institution? Specifically, what has been the impact on student satisfaction, teaching and learning approaches, student retention/ attainment? Please give details of any evidence.

4.2 In your experience, which subject areas, types/ levels of programme, and learning activities are best suited to e-learning? Please distinguish between different kinds of e-learning (e.g. Web supplemented, Web Dependent, Mixed mode, Fully Online- as above) as appropriate.

4.3 Who decides how e-learning is delivered? To what extent does your institution have a ‘centralised’ approach to e-learning pedagogy, as opposed to faculty/ department led initiatives and the preferences of individual faculty? Please describe the current ‘balance of power’.

4.4 Does your institution offer students any special assistance/ guidance about learning online (e.g. as part of a more general IT literacy programme)? If YES, please give details. If NO, please give your impression of how students acclimatise to greater use of e-learning.

4.5 Does your institution, or part of your institution, formally evaluate the impact of greater use of e-learning in teaching and learning? If YES, please give details of the methodology and attach a copy of any important reports.

4.6 What has been the cost impact of greater use of e-learning at your institution? Has greater use of e-learning generally increased course development and delivery costs, or have ways been found to offset higher development costs over time, or to redesign provision to save costs from the outset? Please give an overview of current policy and practice at your institution.

4.7 Has the increased/ decreased/ other cost impact of greater use of e-learning had any impact on tuition fees at your institution?

4.8 Do you have an institutional strategy to support the development of learning objects- LO (if so, please describe)? If you have a repository of re-usable learning objects, please provide the url(s). What are the challenges you are facing with respect to developing learning objects? What is driving your LO strategy? Are you working with international interoperability standards (e.g. IMS, SCORM)?

4.9 What is your strategy with respect to access to online journals and e-books? How is this affecting your strategy with regard to print-based journals and book acquisitions? How is this likely to change over the next three years? What is driving these changes?

5 Students & Markets

- 5.1 What is your *best estimate* of the **total number** (full-time equivalent) of current students on online modules/ programmes that would fit under the ‘Web dependent’, ‘Mixed mode’ and ‘Fully online’ categories given above? (If over 1000 students, please give an approximate figure).

The term ‘module’ refers to individual courses/ units within a larger programme. For example, a single module within a degree programme might be ‘Web dependent’ but the rest largely face-to-face. The ‘short award’ and ‘degree’ categories refer to instances where a programme *as a whole* is either ‘Web dependent’, ‘Mixed mode’ or ‘Fully online’.

UG= undergraduate
(including non-credit)

PG= postgraduate
(including non-credit)

UG Modules

0
1-10
11-20
21-49
50-99
100-199
200-299
300-499
500-999
1000+

UG Short Awards

(e.g. Certificates/ Diplomas)

0
1-10
11-20
21-49
50-99
100-199
200-299
300-499
500-999
1000+

UG Degrees

0
1-10
11-20
21-49
50-99
100-199
200-299
300-499
500-999
1000+

PG Modules

0
1-10
11-20
21-49
50-99
100-199
200-299
300-499
500-999
1000+

PG Short Awards

(e.g. Certificates/ Diplomas)

0
1-10
11-20
21-49
50-99
100-199
200-299
300-499
500-999
1000+

PG Degrees

0
1-10
11-20
21-49
50-99
100-199
200-299
300-499
500-999
1000+

5.2 Please comment on the balance of interest in online provision at your institution between undergraduate and postgraduate students, short and long programmes, and credit/ non-credit provision. Is e-learning more popular among some postgraduates than undergraduates, for example?

5.3 Is use of e-learning spread evenly across your institution or is it concentrated in particular faculties/ departments/ courses? Please give details.

5.4 Do you have any evidence that ‘traditional’ or ‘non-traditional’ students respond more or less well to greater use of e-learning at your institution? Please comment. (‘Non-traditional’ students refers to those less academically-prepared. The next question asks about other kinds of students).

5.5 Do you have any evidence that students of a particular gender, ethnicity or age respond more or less well to greater use of e-learning at your institution? Please comment.

5.6 What effect has greater use of e-learning at your institution had on the balance between full-time and part-time students? Similarly, how has greater use of e-learning affected the role of the physical campus (if applicable) in the typical student experience?

5.7 Taking your best estimate (if no figures are available), what proportion of students taking ‘Web dependent/ Mixed mode/ Fully online’ modules/ programmes at your institution are international (i.e. taking the provision at a distance in their home country)? Are these international students more prevalent in particular disciplines or at particular levels (e.g. postgraduate rather than undergraduate)?

If your institution offers offshore face-to-face provision, supplemented with online content, please describe this also.

5.8 If your institution does offer online provision to students outside the country, how is student support organised? For example, is all support conducted remotely, or are local face-to-face options also available?

5.9 If your institution does offer online provision to students outside the country, what are the key 'lessons learned' (e.g. in terms of marketing, localisation, local regulation, quality assurance, student support)?

5.10 If your institution does offer online provision to students outside the country, which are the major markets (i.e. list by country)?

5.11 Taking both domestic and international students, do you have any evidence that investment in e-learning has afforded your institution competitive advantage (e.g. in terms of student recruitment, calibre of students on entry). Please comment.

6 **Staff & Materials**

6.1 **Please describe any staff development provision offered by your institution concerned with helping faculty utilise e-learning.** What is the content, who provides instruction and what proportion of faculty attend?

6.2 **Please outline key ‘lessons learned’ from any such staff development activities at your institution.** For example, how best to engage faculty, what content to include, how to follow-up once the development activities are over.

6.3 **Has greater adoption of e-learning at your institution affected the staffing complement?** Has it been necessary to employ different kinds of staff (e.g. instructional designers, web specialists)? Has there been any change in the division of labour between faculty and graduate assistants? Please comment.

6.4 Has your institution devised particular strategies to facilitate co-operation between faculty and other staff (technical, instructional designers, library) in the development of e-learning? If YES, please give details.

6.5 Is your institution a member of a collaborative group for the production of e-learning materials, e.g. MERLOT, eduSplash? If so, which one(s)? Is this proving a useful strategy? If not, why not?

6.6 Have you established any internal mechanisms to ensure collaboration and sharing of e-learning materials within your own institution?

6.7 To what extent are faculty using off-the-shelf course packs such as WebCT/ Blackboard e-packs?

6.8 Do you have a policy for making online materials created at your institution available to other users outside the institution? Please give details. What materials, if any, are available for free?

6.9 How has your institution handled the issue of intellectual property and ownership of materials with instructors/faculty?

7. Funding & Government

7.1 Please describe any special funding your institution has received to undertake e-learning development (e.g. from government, foundations, companies). What was the amount of funding, over what time period, and for what purpose?

7.2 Does your institution have a 'special fund' to which departments/ individuals can bid for support for e-learning development. If YES, please give details.

7.3 More generally, to what extent are e-learning developments at your institution dependent upon special funding- whether internal or external? Does your institution have a strategy to ensure that promising e-learning developments can be funded sustainably on an ongoing basis without special funding? Please comment.

7.4 Are there examples of cross-subsidy at your institution between full-cost recovery online programmes (e.g. executive development) and other provision?
If YES, please describe how these arrangements fit into your wider funding policy for online learning.

7.5 Please give your views on the role of state/ national governments in your country in supporting higher education institutions in e-learning development in recent years. Has government strategy/ funding been helpful?

7.6 Please give your views on ways in which state/ national governments in your country might improve their strategy/ funding for e-learning.

8 Organisational change, scenarios & barriers

Many of the questions above touch on matters of organisational change, future scenarios and barriers to development. This final section is an opportunity to reflect more broadly on these issues, and to pick up any other aspects of change you consider important.

- 8.1** Please give an overview of the major elements of organisational change at your institution related to greater use of e-learning. This might be change accomplished, in progress or on the horizon. What mechanisms has your institution put in place to rise to these challenges?

- 8.2** Please give an overview of possible future scenarios for your institution in terms of development of online learning. Your answer might take account of existing strategy and other factors that might alter your current direction (e.g. changes in government policy/ funding, changing student profile, technology developments).

- 8.3** What are viewed as major barriers to further online learning development at your institution?

Thank you for completing this survey. We very much appreciate the effort you have made.